



# PeaceWiseYouth

## Scope and Sequence Course 6

### 1. Basic course structure and licence period

Course 6 of PeaceWiseYouth (for Years 9 – 10) contains three modules of five, six and four topics each respectively (15 in total).

<i>MODULE 1</i>	<i>MODULE 2</i>	<i>MODULE 3</i>
UNDERSTANDING CONFLICT <i>(five topics)</i>	RESPONDING TO CONFLICT <i>(six topics)</i>	PEACEMAKERS FOR LIFE <i>(four topics)</i>

- Each topic needs around 40 to 50 minutes to complete.
- The course is designed to be completed *sequentially*. Having said this, there are a range of different ways to teach the course in terms of time taken, which we explain in more detail below.
- Purchasing this PeaceWiseYouth course gives you the right to use the material for 12 months.
- For schools and home schools, the 12 months align with the school year of the country in question (e.g. January to December in Australia and New Zealand; September to August for the USA).

### 2. Core teaching and online activities or workbook

There are two alternative ways of using Course 6: Premium Online and Group Presentation. Both include stimulus videos and supported lesson plans for each topic.

The **core teaching material** includes a **stimulus video** and **teacher-directed lesson plan** for every topic. Access to these resources is via your online login.

A choice of **student engagement tool** follows the core teaching. Students complete either **online activities** or a **workbook**.

#### *Student engagement tool: online activities*

- Students receive a login to the online activities.
- These include additional videos, activities and the ability to maintain an online journal.
- The core stimulus videos are also embedded amongst the online activities. Students may choose to watch them again, or to skip past them.

The online activities can be completed at any time, but are supplementary to and not a replacement for the teacher-directed learning.

#### *Student engagement tool: workbook*

- Every topic is represented by a page in the workbook.
- Additional learning resources, such as visual aids and memory verses, are included in the workbook.
- It is recommended that students complete the workbook activity after the initial teacher-directed in-class activities.

A consolidation activity is attached to each lesson plan, for use if students are engaging with the Course 6 content for a second time (e.g. if they have completed the content in Year 9 and are engaging with it again in Year 10). Learning can be further consolidated by selecting a different student resource for each year of engagement (e.g. workbook in Year 9 and online in Year 10).

**Additional resources** are available for purchase to support student learning:

- A2 posters illustrating all the key concepts
- A5 summary desktop cards – for individual student use

Find these in the [online store](https://peacewise.org.au/store/) at [peacewise.org.au/store/](https://peacewise.org.au/store/)



### 3. Course philosophy and intent

PeaceWiseYouth is more than just a programme to help youth learn topic-specific conflict management skills.

It is a comprehensive course, mapped to the Australian Curriculum, that is intended to:

- give youth deep and broad relational skills that they can use for the rest of their lives
- build resilience, empowerment and self-esteem
- inspire youth to want to be people who actively breathe grace and peace into the communities they belong to (i.e. make a difference beyond simply their own personal relationships)
- help build a healthy relational culture of peace within the community where it is taught (school, church, family, etc.)
- help youth see how much God loves them, and how the example of Jesus and the wise relational principles in the Bible can help them have better relationships.

This, then, is how PeaceWiseYouth works:

- Module 1 (Understanding conflict) is the core concepts and framework.
- Module 2 (Responding to conflict) is learning the skills.
- Module 3 (Peacemakers for life) is the embedding part.

Modules are self-contained and follow a deliberate sequential order. The course is designed to be taught from beginning to end and does not lend itself to picking and choosing what to do and what to leave out. Teaching the course in its intended sequence is essential if students are to fully engage with the content and fully grow in their understanding of peacemaking and the relational principles and skills taught through the course.

For students to learn the range of principles and skills that will impact them at a deeper level, teachers are encouraged to plan to teach as much of the overall course content as possible.

### 4. Scope and sequence

The course can be executed in a variety of ways. Whichever option is chosen, we recommend ongoing reinforcement of the content by encouraging students to apply the principles in their lives and relationships, and, most importantly, we recommend constant use of the *language* of PeaceWiseYouth so that the concepts become embedded.

Here are four possible options to choose from, based on your needs or preference:

- Teach the course over four terms – 3 or 4 topics per term
- Teach the course over three terms – approximately 5 topics per term (note that Module 2 has six topics)
- Teach the course over two terms – 7 or 8 topics per term
- Teach the course over a single term – 2 topics per week

We will illustrate three of these options in the table below, in each case assuming that you will use content over the course of **Years 9 and 10** with the students – in other words, you will engage students with the content over TWO learning years.

Note that it is *possible* (though probably not our recommended approach) to teach the course intensively in a camp situation, teaching multiple topics per day, although it's a lot to take in this way.



## COURSE 6: TEACHING PLANNER

First year of engagement (typically in Year 9)

	TEACH OVER TWO TERMS	TEACH OVER THREE TERMS	TEACH OVER FOUR TERMS
Teaching Schedule	Complete one topic per week - 8 topics in the first teaching term and the final 7 in the second teaching term.	Complete 5 topics in each of the three teaching terms.	Complete 4 topics in Terms 1-3 and 3 topics in Term 4.
First Teaching Term	<p><b>Module 1 — Understanding Conflict</b> <i>Understanding God’s plan for peace with him and others</i></p> <p>Topic 1: What is conflict? Topic 2: Where does conflict come from? Topic 3: What is God’s peace plan for us? Topic 4: How can conflict be an opportunity? Topic 5: How do we become peacemakers?</p> <p><b>Module 2 — Responding to Conflict</b> <i>Learning to take responsibility for my part in the conflict and speak the truth in love</i></p> <p>Topic 6: How do my heart desires get me into trouble? Topic 7: How can I own my part in a conflict? Topic 8: When to overlook and when to speak up?</p>	<p><b>Module 1 — Understanding Conflict</b> <i>Understanding God’s plan for peace with him and other.</i></p> <p>Topic 1: What is conflict? Topic 2: Where does conflict come from? Topic 3: What is God’s peace plan for us? Topic 4: How can conflict be an opportunity? Topic 5: How do we become peacemakers?</p>	<p><b>Module 1 — Understanding Conflict</b> <i>Understanding God’s plan for peace with him and others.</i></p> <p>Topic 1: What is conflict? Topic 2: Where does conflict come from? Topic 3: What is God’s peace plan for us? Topic 4: How can conflict be an opportunity?</p>
Second Teaching Term	<p><b>Module 2 — Responding to Conflict (continued)</b></p> <p>Topic 9: How do I talk to someone I am in conflict with? Topic 10: How do I forgive and what does reconciliation mean? Topic 11: What do I do if they aren’t ready to accept responsibility for their part?</p> <p><b>Module 3 — Peacemakers for Life</b> <i>Learning the art of being a peacemaker everywhere, all the time, for life</i></p> <p>Topic 12: How can I change my attack responses? Topic 13: How can I change my escape responses? Topic 14: How can we build a community of peace where we are? Topic 15: How can peacemaking point people to Jesus?</p>	<p><b>Module 2 — Responding to Conflict</b> <i>Learning to take responsibility for my part in the conflict and speak the truth in love</i></p> <p>Topic 6: How do my heart desires get me into trouble? Topic 7: How can I own my part in a conflict? Topic 8: When to overlook and when to speak up? Topic 9: How do I talk to someone I am in conflict with? Topic 10: How do I forgive and what does reconciliation mean?</p>	<p><b>Module 1 — Understanding Conflict (continued)</b></p> <p>Topic 5: How do we become peacemakers?</p> <p><b>Module 2 — Responding to Conflict</b> <i>Learning to take responsibility for my part in the conflict and speak the truth in love</i></p> <p>Topic 6: How do my heart desires get me into trouble? Topic 7: How can I own my part in a conflict? Topic 8: When to overlook and when to speak up?</p>



## COURSE 6: TEACHING PLANNER

First year of engagement (typically in Year 9)

	TEACH OVER TWO TERMS	TEACH OVER THREE TERMS	TEACH OVER FOUR TERMS
Third Teaching Term		<p><b>Module 2 — Responding to Conflict (continued)</b></p> <p>Topic 11: What do I do if they aren't ready to accept responsibility for their part?</p> <p><b>Module 3 — Peacemakers for Life</b></p> <p><i>Learning the art of being a peacemaker everywhere, all the time, for life</i></p> <p>Topic 12: How can I change my attack responses?</p> <p>Topic 13: How can I change my escape responses?</p> <p>Topic 14: How can we build a community of peace where we are?</p> <p>Topic 15: How can peacemaking point people to Jesus?</p>	<p><b>Module 2 — Responding to Conflict (continued)</b></p> <p>Topic 9: How do I talk to someone I am in conflict with?</p> <p>Topic 10: How do I forgive and what does reconciliation mean?</p> <p>Topic 11: What do I do if they aren't ready to accept responsibility for their part?</p> <p><b>Module 3 — Peacemakers for Life</b></p> <p><i>Learning the art of being a peacemaker everywhere, all the time, for life</i></p> <p>Topic 12: How can I change my attack responses?</p>
Fourth Teaching Term			<p><b>Module 3 — Peacemakers for Life (continued)</b></p> <p>Topic 13: How can I change my escape responses?</p> <p>Topic 14: How can we build a community of peace where we are?</p> <p>Topic 15: How can peacemaking point people to Jesus?</p>

### Second year of engagement (typically in Year 10)

In this example, we assume that you have taught the foundation activities in the lessons plans for Year 9, and now the consolidation activity in the lesson plans will be considered when those students are in Year 10.

It is recommended students repeat the stimulus content and complete any foundation activities they may have missed.



## 5. Building a culture of peace in your community – a final word

PeaceWiseKids/PeaceWiseYouth courses are character growth resources. The potential to impact behaviour and build cultures of peace is increased by committing to the time and exposure required for the students to deeply engage with the concepts and principles and apply them in their lives.

*If the school or other learning community is genuinely committed to seeking to build a culture of peace using this course, there is no 'short cut' or 'cut and paste' approach alternative to teaching the full course – just like there is no 'short cut' to learning to drive.*

This is why it is necessary to teach the course from beginning to end. It is not designed for topics to be taught stand-alone (for example, picking out the forgiveness topics in Module 2 without doing the groundwork of the peacemaking framework in the topics of Module 1).

Additionally, culture change is heavily dependent on how effectively a school, college, church, family or other community embeds the principles and strategies of peacemaking throughout the organisation or community.



Visit <https://vimeo.com/548719379> to see how Melton Christian College established a culture of peace and the incredible impact it has had within the school.

PeaceWise loves partnering with organisations to help them plan and implement the bigger picture goals of building a healthy, relational community of peace – please get in touch with us if this is of interest to you.

For schools teaching or intending to use PeaceWiseKids/PeaceWiseYouth, we highly recommend engaging with our tailored *Everyday Peacemaking for Schools* one-day training session for the whole school staff. Similarly, colleges, churches and church organisations can do our one-day *Everyday Peacemaking* training session. Contact us:

- **email** us at [enquiry@peacewise.org.au](mailto:enquiry@peacewise.org.au)
- **call** us on 1300 1PEACE (1300 173 223)
- **visit** [peacewise.org.au](http://peacewise.org.au) for more information.

For more information about other PeaceWiseKids/PeaceWiseYouth courses and the overall programme, visit [peacewisekids.org](http://peacewisekids.org).

